

High School

Guide to Test Interpretation

Arizona's

*Instrument to Measure Standards
AIMS HS*

Mc
Graw
Hill

CTB
McGraw-Hill

**SPRING
2006**



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Explanation of Examinations and Scoring

This *Guide to Test Interpretation* provides an overview of reporting for Arizona's Instrument to Measure Standards High School (AIMS HS). It is intended to help educators apply test report data to the needs of individual students and the district as a whole.

The Purpose of Testing

One of the principal purposes of a school testing program is to provide teachers with information to help students learn. Testing, or assessment, plays a vital role in today's education environment. Assessment results often are a major force in shaping public perceptions about the capabilities of our students and the quality of our schools. As a primary tool for educators and policymakers, assessment is used for many important purposes. Assessment results are used to help improve teaching and learning and to evaluate programs and schools. Assessment is also used to generate the data upon which policy decisions are made. Because of the important functions it performs, educational assessment is a fundamental activity in every school, district, and state. It is a vital complement to innovation, higher standards, and educational excellence.

AIMS HS is the result of many years of intense effort and collaboration among teachers, administrators, and the Arizona Department of Education. AIMS HS measures the student's level of proficiency in Writing, Reading, and Mathematics.

How Results Are Measured

Students are tested on the Writing, Reading, and Mathematics Standards. Each standard uses the format of levels—Strands, Concepts, and Performance Objectives. The Strands are identified subsets of a content area with Concepts attached to each Strand, and Performance Objectives attached to each Concept. Concepts are **broad statements** of what students should know and be able to accomplish. For example, in the Reading content area, one Concept is to employ strategies to comprehend text. Performance Objectives are specific **measurable statements** beginning with an action verb to identify what students should know and what skills they should be able to accomplish. For example, in the Mathematics content area, one Performance Objective is to express the relationship between two variables using tables/matrices, equations, or graphs.

These academic standards were developed by Arizona teachers for Arizona students. Further information about Writing, Reading, and Mathematics Standards; AIMS HS testing; and assessment reports is available on the Arizona Department of Education Web site at <http://www.ade.az.gov/standards>.

Components of AIMS HS

The following content areas are covered in AIMS HS:

Writing

Basic and higher-order skills essential for effective written communication are combined in this test. These skills include writing compositions, using conventions of standard English (spelling, grammar, capitalization, and punctuation), and revising writing to improve expression. AIMS HS Writing evaluates specific aspects of writing skills through the use of one extended-response writing prompt.

Reading

As students read fiction and nonfiction passages, interviews, editorials, and articles as part of AIMS HS Reading, they answer questions assessing skills such as reading comprehension, identification of support for main ideas, application of multi-step directions, ability to make and support assertions, and analysis and evaluation of themes. Multiple-choice questions target specific skills.

Mathematics

Real-world topics engage students' interest, provide context, and encourage confidence in their ability to do mathematics. Procedures such as estimation and mental computation are interwoven throughout AIMS HS Mathematics. Reading and interpreting graphs, and principles of geometry and measurement are also assessed.

* * *

AIMS HS Reading and Mathematics contain multiple-choice questions with four possible answer choices. These answers are machine-scored. The extended-response writing prompt allows students to demonstrate their skills in more complex levels of thinking and is scored by a professional staff experienced in providing reliable and consistent hand-scoring.

Using Results

AIMS HS results and reports provide useful information for determining the performance of students in your school and classroom. This guide will also help you prepare for questions from parents, students, and other members of the educational community regarding AIMS HS results.

Each report is designed to present clearly the information most useful to you, to parents, and to students. Each of the reports is listed below, showing the quantity a school or district will receive in each package.

AIMS HS Report Information

Please Note: The Rapid Response Report, which provides score results on AIMS HS Mathematics for graduating Seniors (Cohorts 2005 and Below, and 2006), will be sent in separate packages prior to the remaining AIMS HS Score Reports.

AIMS HS Rapid Response Report

Report	No. Copies
School Package 1—School	1 copy
District Package 1—School	1 copy

AIMS HS School and District Packages

Each Package listed below is sent for both Writing/Reading and Mathematics.

School Summary Packages

Package 1

Report	No. Copies
Summary Concept Performance Report—School	1
Demographic Report—School	1
Confidential Roster Report Detail with Roster Report Summary—School	1
Confidential Roster Report Detail with Roster Report Summary—Group	2
Confidential Concept Performance Report—School	1
Confidential Concept Performance Report—Group	1

Package 2

Report	No. Copies
Summary Report—School	1

School Student Packages

Package 1

Report	No. Copies
Student Report—School	1

Package 2

Report	No. Copies
Student Report—School	1

District Packages

Package 1

Report	No. Copies
Summary Concept Performance Report—District	2
Summary Concept Performance Report—School	2
Demographic Report—District	2
Demographic Report—School	1
Confidential Roster Report Detail with Roster Report Summary—School	1

Package 2

Report	No. Copies
Summary Report—District	2
Summary Report—School	1
Student Data File—Group	1 on CD

Sample Reports

Information Included on All Reports

- A** The name of the test assessment series always appears here for easy identification.
- B** The name of the report is presented here. In this example, it is the Demographic Report.
- C** This area of the report is reserved for the name of the individual or group taking the assessment.
- D** The cohort of the individual or group is always included on the report. Each report contains results for one cohort.
- E** The purpose of AIMS HS is stated here.

The lower part of the left panel of each report provides more specific information about the test and the student or group, and may include the following:

- F** The test date.
- G** The District-School Number and the name of the School, District, and County as appropriate to the level being reported.

Note: Although the individual Sample Reports featured in this document may reflect the results from a single AIMS HS content area, similar reports are generated for all AIMS HS content areas.

Arizona's		A
Instrument to Measure		
Standards		
<hr/>		B
Demographic Report		
<hr/>		
District: ANYDISTRICT		C
<hr/>		
<hr/>		
COHORT: 2006		D
<hr/>		
Purpose		E
The AIMS HS is administered to determine a student's degree of competency in the Arizona Academic Standards for reading, writing, and mathematics. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.		
<hr/>		
<hr/>		
Test Date: 04/04/06		F
<hr/>		
Dist#: XXXXX		G
County: MARICOPA		
<hr/>		

Rapid Response Report

Arizona's Instrument to Measure Standards

Rapid Response Report

School: ANYSCHOOL

COHORT: 2006

Purpose
The AIMS HS is administered to determine a student's degree of competency in the Arizona Academic Standards for reading, writing, and mathematics. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

Test Date: 04/04/06

Dist-Sch#: XXXXX-XXXXX
District: ANYDISTRICT
County: MARICOPA

Student	Mathematics Scale Score	Mathematics Performance Level	Mathematics
ALLENSEN, SALLY DOB: 03/21/86 SAIS#: 23456789 Female B	XXX	Meets	PASS
BAITS, JOHN M DOB: 03/23/86 SAIS#: 34567890 Male C	XXX	Falls Far Below	D
BROOK, TIMMY DOB: 03/25/86 SAIS#: 45678901 Male	XXX	Approaches	
BURTON, AMY DOB: 03/27/86 SAIS#: 56789012 Female	XXX	Meets	PASS
ELMS, BOBBY L DOB: 03/29/86 SAIS#: 67890123 Male	XXX	Exceeds	PASS
FRONT, PAM DOB: 03/31/86 SAIS#: 78901234 Female	XXX	Meets	PASS
GRANT, PANE W DOB: 04/01/86 SAIS#: 89012345 Male	XXX	*	
HOWARDSON, DEBRA A DOB: 04/03/86 SAIS#: 90123456 Female	XXX	Exceeds	PASS
LEACH, KORI C DOB: 04/05/86 SAIS#: 01234567 Female	XXX	**	
MCKENNY, JEAN DOB: 07/05/86 SAIS#: 12121212 Female	XXX	Approaches	
NORTH, DICK DOB: 05/30/86 SAIS#: 21212121 Male	XXX	Exceeds	PASS

* This student did not have a valid attempt.
**This student's test was invalidated.

NS: This student received an alternate accommodation.

Highlights of the Rapid Response Report

- A** Identifies the group and cohort. Note: This report is generated at the school level—the sample shown on the previous page is for the school.
- B** Lists High School Senior students alphabetically within the school for the cohort tested.
- C** Provides each student's AIMS Scale Score and AIMS Performance Level within the Mathematics content area.
- D** Indicates those High School Senior students who have received a passing grade in AIMS HS Mathematics. Note: This report is generated earlier than other AIMS score reports in order to give students advance notice of their status prior to the school year ending.
- E** Indicates the test date and identifies the District-School Number, District, and County.

Confidential Roster Report Detail with Roster Report Summary (Confidential Roster Report Detail)

Student		Score	Mathematics	
ALLENSEN, SALLY B DOB: 03/21/86 SAIS#: 12345678	Female	Scale Score Performance Level C	XXX Meets	
BAITS, JOHN M DOB: 03/23/86 SAIS#: 09876543	Male	Scale Score Performance Level	XXX Falls Far Below	
BROOK, TIMMY DOB: 03/25/86 SAIS#: 23456789	Male	Scale Score Performance Level	XXX Approaches	NS
BURTON, AMY DOB: 03/27/86 SAIS#: 34567890	Female	Scale Score Performance Level	XXX Meets	
ELMS, BOBBY L DOB: 03/29/86 SAIS#: 45678901	Male	Scale Score Performance Level	XXX Exceeds	
FRONT, PAM DOB: 03/31/86 SAIS#: 5678901	Female	Scale Score Performance Level	XXX Meets	
GRANT, PANE W DOB: 04/01/86 SAIS#: 67890123	Male	Scale Score Performance Level	*	
HOWARDSON, DEBRA A DOB: 04/03/86 SAIS#: 78945612	Female	Scale Score Performance Level	XXX Exceeds	
LEACH, KORI C DOB: 04/05/86 SAIS#: 89456123	Female	Scale Score Performance Level	**	
MCKENNY, JEAN DOB: 07/05/86 SAIS#: 12378945	Female	Scale Score Performance Level	XXX Approaches	
NORTH, DICK DOB: 05/30/86 SAIS#: 32165498	Male	Scale Score Performance Level	XXX Exceeds	
* This student did not have a valid attempt. ** This student's test was invalidated.		NS: This student received an alternate accommodation.		

Arizona's
Instrument to Measure
Standards

Confidential Roster
Report Detail

Group: ANYCLASS

A

COHORT: 2006

Purpose

The AIMS HS is administered to determine a student's degree of competency in the Arizona Academic Standards for reading, writing, and mathematics. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

Test Date: 04/04/06

D

Dist-Sch#: XXXXX-XXXXX
School: ANYSCHOOL
District: ANYDISTRICT
County: MARICOPA

Page 1

Highlights of the Confidential Roster Report Detail

- A** Identifies the group and cohort. Note: This report is generated at the group and school levels—the sample shown on the previous page is for the group.
- B** Lists students alphabetically within the group for the cohort tested.
- C** Provides each student's AIMS Scale Score and AIMS Performance Level within the Mathematics content area.
- D** Indicates the test date and identifies the District-School Number, School, District, and County.

Confidential Roster Report Detail with Roster Report Summary (Roster Report Summary)

Arizona's Instrument to Measure Standards

Roster Report Summary

Group: ANYCLASS

A

COHORT: 2006

Purpose

The AIMS HS is administered to determine a student's degree of competency in the Arizona Academic Standards for reading, writing, and mathematics. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

Test Date: 04/04/06

I

Dist-SchId: XXXXX-XXXXX
School: ANYSCHOOL
District: ANYDISTRICT
County: MARICOPA

Page 1

Performance Levels	Reading	Writing		
B 4 Exceeds	4% C XX Students	8% D XX Students		
3 Meets	42% XX Students	46% XX Students		
2 Approaches	29% XX Students	29% XX Students		
1 Falls Far Below	25% XX Students	17% XX Students		
Number of Students Reported	E XX	F XX		
Mean Scale Score	G XXX.X	H XXX.X		

Students with no valid attempt, an invalidation, or an alternate accommodation are not included in the number of students reported and are not included in the summaries.

Highlights of the Roster Report Summary

- A** Identifies the group and cohort. Note: This report is generated at the group and school levels—the sample shown on the previous page is for the group. The information provided reflects results for Writing and Reading content areas. Similar information will also be provided for the Mathematics content area.
- B** Identifies the four performance levels (“Exceeds,” “Meets,” “Approaches,” and “Falls Far Below”), showing “Exceeds” and “Meets” as passing.
- C** Provides and visually depicts the percentage and number of students in the four performance levels within the Reading content area.
- D** Provides and visually depicts the percentage and number of students in the four performance levels within the Writing content area.
- E** Indicates the number of students reported for the Reading content area.
- F** Indicates the number of students reported for the Writing content area.
- G** Indicates the mean scale score for the Reading content area.
- H** Indicates the mean scale score for the Writing content area.
- I** Indicates the test date and identifies the District-School Number, School, District, and County.

Instrument to Measure Standards

Demographic Report

District: ANYDISTRICT

A

COHORT: 2006

Purpose

The AIMS HS is administered to determine a student's degree of competency in the Arizona Academic Standards for reading, writing, and mathematics. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

Test Date: 04/04/06

Dist#: XXXXX
County: MARICOPA

Page 1

Demographic Report (Page 1)

Mathematics			Number (N) and Percent (%) of Student Scores									
			Number of Students Tested	Number of Students Reported	E					Grouped Performance Levels		
					Exceeds N %	Meets N %	Approaches N %	Falls Far Below N %	(Exceeds + Meets) N %	Pass	Mean Scale Score	
A	ANYDISTRICT	B	XXXXX	XXXXX	XXXXX XX	XXXXX XX	XXXXX XX	XXXXX XX	XXXXX XX	XXXXX XX	XXXXX	XXXXX
	Ethnic Background		C	D						F	G	
	White (Not Hispanic)		XXX	XXX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX
	Black or African American		XXX	XXX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX
	Hispanic or Latino		XXX	XXX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX
	American Indian or Alaskan Native		XXX	XXX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX
	Asian or Pacific Islander		XXX	XXX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX
	Gender											
	Male		XXX	XXX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX
	Female		XXX	XXX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX
H	Special Program Membership											
	Title I		XXX	XXX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX
	English Language Learner		XXX	XXX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX
	504 Accommodation		XXX	XXX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX
	Migrant Education		XXX	XXX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX
	Special Education		XXX	***								
	Gifted Education		XXX	XXX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX
	Start School Year at This School											
	Yes		XXX	XXX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX
	No		XXX	XXX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX
P	Number of Years in the School											
	Less than 1 Year		XXX	XXX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX
	1 Year		XXX	XXX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX
	2 Years		XXX	XXX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX
	3 Years		XXX	XXX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX
	4 Years		XXX	XXX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX
	5 Years		XXX	XXX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX
	6 Years		XXX	XXX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX
	More than 6 Years		XXX	XXX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX
	Start School Year at This District											
S	Yes		XXX	XXX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX
	No		XXX	XXX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX	XXX XX

Students with no valid attempt, an invalidation, or an alternate accommodation are not included in the number of students reported and are not included in the summaries.

*** This group has no valid scores.

Page 1

Highlights of the Demographic Report (Page 1)

- A** Identifies the district and cohort. Note: This report is generated at the school, district, and county levels—the sample shown on the previous page is for the district.
- B** Shows the demographic categories.
- C** Indicates the number of students tested in the district as a whole and in each demographic category.
- D** Indicates the number of students reported in the district as a whole and in each demographic category. Note: The Number of Students Reported (D) differs from the Number of Students Tested (C) in that students with no valid attempt, an invalidation, or an alternate accommodation are not included in the number of students reported and are not included in the report summaries.
- E** Provides the number and percentage of student scores within each performance level for the district as a whole and for each demographic category.
- F** Provides the number and percentage of students with passing scores for the district as a whole and for each demographic category.
- G** Indicates the mean scale score for the district as a whole and for each demographic category.
- H** Indicates the test date and identifies the District Number and the County.

Arizona's

Demographic Report

District: ANYDISTRICT

COHORT: 2006

Purpose

Curriculum
The AIMS HS is administered to determine a student's degree of competency in the Arizona Academic Standards for reading, writing, and mathematics. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

Test Date: 04/04/06

Dist#: XXXXX
County: MARICOPA

Page 2

Demographic Report (Page 2)

Mathematics

Number (N) and Percent (%) of Student Scores

[illegible]

Students with no valid attempt, an invalidation, or an alternate accommodation are not included in the number of students reported and are not included in the summaries.

Highlights of the Demographic Report (Page 2)

- A** Identifies the district and cohort.
- B** Shows the demographic categories.
- C** Indicates the number of students tested in the district as a whole and in each demographic category.
- D** Indicates the number of students reported in the district as a whole and in each demographic category. Note: The Number of Students Reported (D) differs from the Number of Students Tested (C) in that students with no valid attempt, an invalidation, or an alternate accommodation are not included in the number of students reported and are not included in the report summaries.
- E** Provides the number and percentage of student scores within each performance level for the district as a whole and for each demographic category.
- F** Provides the number and percentage of students with passing scores for the district as a whole and for each demographic category.
- G** Indicates the mean scale score for the district as a whole and for each demographic category.
- H** Indicates the test date and identifies the District Number and the County.

Student Report (Front)

Arizona's Instrument to Measure Standards

Student Report

SARA ARMSTRONG

A

COHORT: 2007

Purpose

The AIMS HS is administered to determine a student's degree of competency in the Arizona Academic Standards for reading, writing, and mathematics. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.



G
Birthdate: 06/23/86
SAIS#: 12345678

Test Date: 04/04/06

H
Dist-Sch#: XXXXX-XXXXX
School: ANYSCHOOL
District: ANYDISTRICT
County: MARICOPA

Dear Parents/Guardians: **B**

This report includes the results for the Mathematics portion of the AIMS HS Assessment. Results for the Reading and Writing portion of the AIMS HS Assessment are included in another report.

Assessment results allow teachers to target specific concepts, ensuring that students learn more. The individual scores indicate your student's knowledge and mastery of the Arizona Standards in the content areas of reading, writing, and mathematics.

Detailed information about a student's performance on each concept tested within a specific content area is found under the Strand/Concept Results.

Additional information about the Arizona Academic Standards and performance level indicators can be found on the Arizona Department of Education website at www.ade.az.gov.

Sincerely,

Tom Horne

Tom Horne
Superintendent of Public Instruction

AIMS Standards Based Results			AIMS Strand/Concept Results		
Performance Levels	Mathematics		Strand/Concept Title	Points Possible	Points Earned
4 Exceeds	D Score Range XXX-XXX		Mathematics	E	
			Str 1: Number Sense & Operations	XX	XX
			Con 1: Number Sense	XX	XX
			Con 2: Numerical Operations	XX	XX
			Con 3: Estimation	XX	XX
			Str 2: Data Anal., Prob & Discrete Math	XX	XX
			Con 1: Data Analysis (Statistics)	XX	XX
			Con 2: Probability	XX	XX
			Con 3/4: Discrete Mathematics	XX	XX
			Str 3: Patterns, Algebra & Functions	XX	XX
			Con 1: Patterns	XX	XX
			Con 2: Functions & Relationships	XX	XX
			Con 3: Algebraic Representations	XX	XX
			Con 4: Analysis of Change	XX	XX
			Str 4: Geometry & Measurement	XX	XX
			Con 1: Geometric Properties	XX	XX
			Con 2: Transformation of Shapes	XX	XX
			Con 3: Coordinate Geometry	XX	XX
			Con 4: Measurement	XX	XX
			Str 5: Structure & Logic	XX	XX
			Con 1: Algorithms & Algorithmic Thinking	XX	XX
			Con 2: Logic & Reasoning	XX	XX


The performance level indicates your student can consistently perform what is described for that level and the levels below. Your student may also be capable of performing some of the competencies described at

the higher levels, but not enough to have reached that level of performance. Additional information for 2006 performance levels can be found at www.ade.az.gov.

Highlights of the Student Report (Front)

- A** Identifies the student and the student's cohort.
- B** Features a letter to parents/guardians.
- C** Identifies the four performance levels ("Exceeds," "Meets," "Approaches," and "Falls Far Below"), showing "Exceeds" and "Meets" as passing.
- D** Provides and illustrates with a bar graph the student's performance level within the performance level range in the Mathematics content area.
- E** Identifies the strands and concepts in the Mathematics content area.
- F** Indicates the points possible, points earned, and percent correct for each of the strands and concepts within the Mathematics content area.
- G** Identifies the student's birth date and Student Accountability Information System (SAIS) Number.
- H** Indicates the test date and identifies the District-School Number, School, District, and County.

Student Report (Back)

Arizona Performance Level Descriptors A		
Performance Levels	Mathematics	
4 Exceeds	Students who score in this level illustrate a superior academic performance as evidenced by achievement that is substantially beyond the goal for all students. Students who perform at this level demonstrate a wealth of knowledge, skills, and abilities in fulfillment of the math standard. They can apply combinations and permutations to solve problems, calculate surface area of 3-dimensional objects, and solve contextual problems using angle and side lengths of triangles.	
3 Meets	Students who score in this level demonstrate a solid academic performance on subject matter as reflected by the math standard. Students who perform at this level are able to differentiate among subsets of the real numbers, solve a system of linear equations algebraically, and write the equation of a line using points, slope or the graph of the line. They can calculate volume of 3-dimensional objects, identify a valid conjecture, and determine probability in contextual situations.	
2 Approaches	Students who score in this level show partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Students who perform at this level show some understanding of the math standard's concepts and procedures by constructing and interpreting graphic displays, translating a contextual problem into algebraic terms, using properties of angles to solve problems, and recognizing and applying a simple iterative or recursive pattern. Some gaps in knowledge and skills are evident and may require additional instruction and remediation in order to achieve a satisfactory level of understanding.	
1 Falls Far Below	Students who score in this level may have significant gaps and limited knowledge and skills that are necessary to satisfactorily meet the state's math standard. Students will usually require a considerable amount of additional instruction and remediation in order to achieve a satisfactory level of understanding.	
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Highlights of the Student Report (Back)

- A** Defines performance levels.

Highlights of the Summary Report

- A** Identifies the school and cohort. Note: This report is generated at the school, district, and county levels—the sample shown on the previous page is for the school.
- B** Identifies the state, county, district, school, and groups that participated in the assessment.
- C** Indicates the number of students tested by state, county, district, school, and group.
- D** Indicates the number of students reported by state, county, district, school, and group.
Note: The Number of Students Reported (D) differs from the Number of Students Tested (C) in that students with no valid attempt, an invalidation, or an alternate accommodation are not included in the number of students reported and are not included in the report summaries.
- E** Provides the number and percentage of student scores in the four performance levels within the Mathematics content area by state, county, district, school, and group.
- F** Provides the number and percentage of students with passing scores within the Mathematics content area by state, county, district, school, and group.
- G** Indicates the mean scale score by state, county, district, school, and group.
- H** Indicates the test date and identifies the District-School Number, District, and County.

Arizona's Instrument to Measure Standards

Confidential Concept Performance Report

School: ANYSCHOOL

A

COHORT: 2006

Purpose

The AIMS HS is administered to determine a student's degree of competency in the Arizona Academic Standards for reading, writing, and mathematics. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

Number of Students: XXX

Test Date: 02/28/06

G

District-Sch#: XXXXX-XXXXX
District: ANYDISTRICT
County: MARICOPA

Page 1

Confidential Concept Performance Report

Strand/Concept	Number of Points Possible	Student Points Earned										Mean Points for the Group
		D	E	F	G	H	I	J	K	L	M	
Reading Str 1: Reading Process Con 4: Vocabulary Con 6: Comprehension Strategies Str 2: Comprehending Literary Text Con 1: Elements of Literature Con 2: Historical and Cultural Aspects Str 3: Comprehending Informational Text Con 1: Expository Text Con 2: Functional Text Con 3: Persuasive Text												
Writing Trait 1: Ideas and Content Trait 2: Organization Trait 3: Voice Trait 4: Word Choice Trait 5: Sentence Fluency Trait 6: Conventions												
ABERNATHY, PETER ACQUISTAPAC, MARY S ADAMS, TOM ANDERSON, THOMAS ARRON, STEVEN ATKINSON, STACY BACHMANN, SAM BELL, PENELOPE L BLACK, NICK M BLADE, NICHOLAS G BULLOCK, NATE CABBAGE, MARYK CHANCE, MARTINA												

* This student did not have a valid attempt.
 ** This student's test was invalidated.
 NS: This student received an alternate accommodation.
 *L: This student's writing was off-topic.
 *NE: This student's writing was non-English.
 *OT: This student's writing was off-topic.

Highlights of the Confidential Concept Performance Report

- A** Identifies the school and cohort. Note: This report is generated at the group and school levels—the sample shown on the previous page is for the school.
- B** Identifies the strands and concepts for the Reading content area.
- C** Identifies the six traits of effective writing for the Writing content area.
- D** Indicates the number of points possible for each strand and concept within the Reading content area and for each trait within the Writing content area.
- E** Indicates the mean points for the group for each strand and concept within the Reading content area and for each trait within the Writing content area.
- F** Provides the points earned by individual students, listed alphabetically, for each strand and concept within the Reading content area and for each trait within the Writing content area.
- G** Indicates the number of students tested and the test date and identifies the District-School Number, District, and County.

Arizona's

Summary Concept Performance Report

School: ANYSCHOOL

A

COHORT: 2006

Purpose

Purpose: The AIMS HS is administered to determine a student's degree of competency in the Arizona Academic Standards for reading, writing, and mathematics. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

Number of Students: XXXX

Test Date: 02/28/06



Dist-Sch#: XXXXX-XXXXX
District: ANYDISTRICT
County: MARICOPA

Page 1

Summary Concept Performance Report

The mean points for the group excludes students with no valid attempt, an invalidation, or an alternate accommodation for the content area.

Strand/Concept

[illegible]

*** This group has no valid scores.

Highlights of the Summary Concept Performance Report

- A** Identifies the school and cohort. Note: This report is generated at the school, district, and county levels—the sample shown on the previous page is for the school.
- B** Identifies the strands and concepts for the Reading content area.
- C** Identifies the six traits of effective writing for the Writing content area.
- D** Indicates the number of points possible for each strand and concept within the Reading content area and for each trait within the Writing content area.
- E** Indicates the mean points for the district for each strand and concept within the Reading content area and for each trait within the Writing content area.
- F** Indicates the mean points for the school for each strand and concept within the Reading content area and for each trait within the Writing content area.
- G** Indicates the mean points earned by the group, listing individual groups alphabetically, for each strand and concept within the Reading content area and for each trait within the Writing content area.
- H** Indicates the number of students tested and the test date and identifies the District-School Number, District, and County.

Glossary

Forms

Different versions of a test that measure the same standard.

Item

One of the assessment units, usually a problem or a question, in a test.

Mean

An average, calculated by adding the values of a set of scores and dividing by the number of scores in the set.

Multiple-Choice Item

A question or incomplete statement that is followed by answer choices, one of which is the correct or best answer. Also referred to as a Selected-Response Item.

Performance Level

A score that measures a student's current acquired knowledge and skills in a particular content area (e.g., writing, reading, or mathematics).

Scale Score

Three-digit integers that provide a common metric for expressing student performance from different forms and, where applicable, different cohorts.

Selected-Response Item

A question or incomplete statement that is followed by answer choices, one of which is the correct or best answer. Also referred to as a Multiple-Choice Item.

Six-Trait Analytical Writing Rubric

A rubric that identifies and evaluates six traits, or characteristics, of effective writing on a six-point scale, with 6 as the highest score and 1 as the lowest. Student work produced for the AIMS HS extended-response writing prompt is scored using this rubric.

Standard

Writing, Reading, and Mathematics are the three standards being assessed. Each content standard can be broken down into three levels:

Strand—an identified subset of a content area

Concept—a broad statement or description of the knowledge and skills in a particular content area

Performance Objective—a measurable statement of desired knowledge and skills presented as a goal for student attainment

Standardized Test

A test administered in accordance with explicit directions for uniform administration.


CTB
McGraw-Hill

Arizona AIMS HS Spring 2006 Administration Additional Scoring Services Order Form

- 1) **Customer Information.** All reports for the schools and the district are shipped to the "Ship To" address. Complete the "Bill To" field if the information is different from the "Ship To" information.

District Name:		District Number:	
Ship To:		Bill To:	
Name:	Title:	Name:	Title:
Address:		Address:	
City:		City:	
Phone:	Fax:	Phone:	Fax:
Purchase Order # (required):	Purchase Order Amount:	Authorized Signature (required):	

- 2) **Additional Report Services.** Additional reports are available after all contracted reports have been delivered. To order, complete the appropriate box(es) below. There is a \$125.00 setup fee associated with each report selected.

Additional Reports					
	Report Description	Grades	Number of Students	Price per Student	Total
<input type="checkbox"/>	Student Report—group (1 copy)			\$1.24	
<input type="checkbox"/>	Student Report—school (1 copy)			\$1.24	
<input type="checkbox"/>	Confidential Roster Report Detail —group (1 copy)			\$0.66	
<input type="checkbox"/>	Roster Report Summary—group (1 copy)			\$0.66	
<input type="checkbox"/>	Confidential Roster Report Detail—school (1 copy)			\$0.66	
<input type="checkbox"/>	Roster Report Summary—school (1 copy)			\$0.66	
<input type="checkbox"/>	Confidential Roster Report Detail—district (1 copy)			\$0.66	
<input type="checkbox"/>	Roster Report Summary—district (1 copy)			\$0.66	
<input type="checkbox"/>	Confidential Concept Performance Report—group (1 copy)			\$1.19	
<input type="checkbox"/>	Confidential Concept Performance Report—school (1 copy)			\$1.19	
<input type="checkbox"/>	Summary Concept Performance Report—school (1 copy)			\$1.19	
<input type="checkbox"/>	Summary Concept Performance Report—district (1 copy)			\$1.19	
<input type="checkbox"/>	Demographic Report—school (1 copy)			\$0.70	
<input type="checkbox"/>	Demographic Report—district (1 copy)			\$0.70	
<input type="checkbox"/>	Summary Report—school (1 copy)			\$0.93	
<input type="checkbox"/>	Summary Report—district (1 copy)			\$0.93	
<input type="checkbox"/>	Student Data File — group (1 copy on CD)			NA	
Setup fees					
Subtotal					
Shipping & Handling (calculate as 8% of Subtotal)					
Total (add Subtotal & S/H together)					
<p>NOTE: Prices indicated above are per student and are valid through October 2, 2006. If you are unsure of the number of students, contact the Arizona Help Desk at 888-630-9145.</p>					

3) Place Order. To place an order, fax this completed form to 800-282-0266, or mail to:

CTB McGraw-Hill
20 Ryan Ranch Road
Monterey, CA 93940-5703
Attn: AIMS HS Custom Scoring Team

For assistance, please contact the Arizona Help Desk at 888-630-9145.

4) Reference. Report packages generated as part of the Arizona AIMS HS contract:

School Summary Package 1 (1 set R/W and 1 set Math)

Summary Concept Performance Report–school (1 copy)
Demographic Report–school (1 copy)
Confidential Roster Report Detail–school (1 copy)
Roster Report Summary–school (1 copy)
Confidential Roster Report Detail–group (2 copies)
Roster Report Summary–group (2 copies)
Confidential Concept Performance Report–school (1 copy)
Confidential Concept Performance Report–group (1 copy)

School Summary Package 2 (1 set R/W and 1 set Math)

Summary Report–school (1 copy)

School Student Package 1 (1 set R/W and 1 set Math)

Student Report–school (1 copy)

School Student Package 2 (1 set R/W and 1 set Math)

Student Report–school (1 copy)

District Package 1 (1 set R/W and 1 set Math)

Summary Concept Performance Report–district (2 copies)
Summary Concept Performance Report–school (2 copies)
Demographic Report–district (2 copies)
Demographic Report–school (1 copy)
Confidential Roster Report Detail–school (1 copy)
Roster Report Summary–school (1 copy)

District Package 2 (1 set R/W and 1 set Math)

Summary Report–district (2 copies)
Summary Report–school (1 copy)
Student Data File–group (1 copy on CD)

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